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Identifiers-VAULT, Veterans' Accelerated Urban Learning for

The Webster College Veterans' Accelerated Urban Learning for Teaching (VAULT) program, initiated in 1968-69, is designed to train the disadvantaged (primarily Negro veterans who would not normally attend college) to teach in ghetto elementary schools. Its purpose is to serve veterans and to control the following deficiencies in higher education: the lack of educational opportunity for those who do not possess the incentive or the traditional entrance requirements for college; the need in ghetto schools for minority group teachers; the need for male "father figure" teachers in ghetto schools; and the need for educated leadership in minority societies. To combat these problems, a 2-year curriculum was devised to include "hooker courses" (courses relevant to social and minority group problems designed to stimulate interest in formal education) offered on military bases, and "action courses" (courses which immediately place students in field situations) given on the Webster campus in conjunction with special interest courses which are integrated into the undergraduate curriculums leading to certification. On the basis of results (31 of 42 original students are still enrolled), VAULT leaders have projected an expansion program over the next five years. (Included is a curriculum outline and summary data on projections.) (SM)

ED027279

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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VETERANS' ACCELERATED URBAN LEARNING FOR TEACHING (V.A.U.L.T.)

PROGRAM DEVELOPMENT AND PROJECTION

December, 1968

WEBSTER COLLEGE
St. Louis, Missouri 63119

Jacqueline Grennan, President

SP002379

WEBSTER COLLEGE

VETERAN'S ACCELERATED URBAN LEARNING FOR TEACHING
(V.A.U.L.T.)

VAULT was initiated in 1968-69 to prepare veterans of the armed forces, primarily negroes, for teaching positions in ghetto schools. Through special recruiting techniques, accelerated courses, and a year-round academic program, VAULT will offer a bachelor's degree, teacher certification, and professional career opportunities in two-and-one half years to students who otherwise would not, and could not, have attended college.

Early in this decade, Sunday supplement sociologists experimented with a variety of slogans to describe the optimism and excitement felt across the country for the years ahead. Settling upon the "Soaring Sixties", they described in glowing terms the far-reaching advances in every area of American life foreseen for the immediate years ahead.

Yet, as the end of the decade approaches, it is clear that the sixties are anything but soaring. Due to a complex variety of circumstances, the country finds itself enmeshed in a staggering web of problems which profoundly affects its citizens at all levels in society. Only future historians may be capable of sorting out the causes of the dilemma of the sixties, but even now, two major events, unprecedented in American experience, emerge as root problems: the VietNam war, and the injustices experienced by minority groups. Apparently separate and distinct in origin, the difficulties arising from these two events nevertheless merge in devastating impact upon the country.

This impact is both complex and evasive. The specific need, however, is personified all too clearly in the young man, disadvantaged, member of a minority group - or both, who enters military service before or upon high school graduation. His educational background to that point is deficient, his professional aspirations are negligible, his chances for formal training in the service are slim in the face of high combat priorities. While in the service he enjoys a fair amount of racial tolerance, some degree of prestige as a fighting man, and somehow begins to share the conviction that "things will be different" when he leaves the military to rejoin civilian society.

It is clear, however, that once again, society has created false expectancies for him. He is too often academically unacceptable to colleges and universities, and unemployable in any long range career sense. As a result, he is often feared for the militancy he develops in response to his letdown.

Obviously, any attempt to typify a situation which involves thousands of individuals falls short of adequacy. On the other hand, that the situation just generalized exists today at a crisis level is undeniable.

Webster College has long benefited from both the objective and the established reputation as an institution deeply involved in developing new models and pilot programs for innovative education. In recent years, this thrust has been increasingly directed toward the disadvantaged student through a pioneering role in Upward Bound beginning in 1965 and a variety of inner city teaching, tutoring and sabbatical programs. The College's VAULT program represents an evolutionary step in the same process. In addition to serving the veterans, the program confronts a wide range of deficiencies in higher education related to the problems of the disadvantaged student. These problems include:

1. The disadvantaged student who possesses basic ability for success in college but who cannot meet normal admissions requirements.
2. The disadvantaged student who has the ability but not the aptitude for college.
3. The critical need in elementary and secondary ghetto schools for teachers representing minority groups.
4. The need for male teachers in ghetto schools to help fill the "father-figure" gap so common to ghetto children.
5. The need for well-educated leadership for minority societies.

The Webster program was conceived last spring by two faculty members. V. Miller Newton, associate professor of social science and a Methodist minister, and Fred H. Stopsky, assistant professor of history, formulated a degree program for veterans which would prepare them for elementary school teaching in an accelerated two and one half year period. The concept emphasized "hooker" courses highly relevant to social and minority group problems to stimulate interest in formal education, "action learning" which would immediately place

students in field situations supportive of classroom work, and a tangible, professional goal at the end of a relatively short period of preparatory time.

In addition, through Webster's Master of Arts in Teaching program and other area graduate schools, a master's degree is available to the students in another 18 months.

Enthusiasm for the concept and the organizational advantages inherent in Webster as a small, flexible institution overcame traditional educational caution and red-tape. In a matter of weeks, the program was born. Operating with a $25,000 pledge of seed support from the Danforth Foundation, Newton and Stopsky began a nationwide search for special faculty and staff. From Washington, they sought and received adjustments in the College's NDSL and EOG programs together with assurance of veterans' benefits for the students. At Fort Leonard Wood, Missouri, with support of Department of Defense officials, they received pledges of co-operation from base officials and training officers, and permission to recruit students and to begin course work on the base and on military time.

On Monday, June 24, 1968, 42 veterans, ages 20 through 45, equipped with high school diplomas or equivalencies, but with no prior college experience, met for the first college class. The group included 30 negroes, ten caucasians, and two Mexican-Americans. Every effort had been made to assemble a group representing the extremes of black militancy, white complacency, and many degrees in between.

While the development of the program from its summer opening through the relocation of students from base to campus has not been without its problems, results to date have confirmed the assumptions upon which the original concept was founded. In addition, the major potential problem, that of student attrition, has been less a factor than originally anticipated.

An unanticipated bonus has been the surprising success of the "hooker" courses in the curriculum. From its conception, the program's curriculum has barred the teaching of diluted college courses to compensate for cultural or educational deficiencies in the students. Rather, in perhaps the most significant tactic of the program, special interest courses were planned for students who were unlikely to respond to traditional academic work. The students progress from initial courses including such titles as "Seminar in Conflict Analysis", and "America-Black and White", into the regular Webster pattern of undergraduate courses leading to certification as an elementary teacher. (For curriculum detail, see Table I - Appendix) Proof of this "hooker" theory of education for special students in contrast to the diluted remedial approach, may emerge as one of the program's most significant benefits.

VAULT has other implications for the teacher education program and the entire curriculum at Webster and other small liberal arts colleges. To any institution where students are educated with special emphasis on their future role as urban citizens or as urban teachers, both the successes and shortcomings of VAULT should be of special interest in future curriculum development. In addition, the experience at Webster already reflects the advantages of dovetailing the VAULT courses and faculty with regular college classes and people with a high degree of student and faculty "exchange", formation of teaching teams representing both programs, and complete integration, as early as possible, of VAULT students into all activities of the regular student body. Provision of extra funds in the first years of the program for research and evaluation will enable Webster and other colleges to capitalize on the results of the VAULT experience.

Of the original 42 VAULT students, 14 dropped and another 5 were added. The first class's complement of 31 students is now engaged in course work on campus and in field work in area school systems. The "shake-down" period is apparently over, and both faculty and students have settled into the educational process with no major problems.

Interest and support of the VAULT program has surpassed the most optimistic expectations. In addition to the financial backing of the Danforth Foundation, the program has received written and verbal encouragement from the Office of Education, Department of Defense, other government agencies, and the St. Louis Public School system. Following a meeting called by DOD in September where VAULT was presented to representatives of 150 colleges, universities, and university systems, over 300 requests for information and visits were received. Similar programs are being considered or are now underway at UCLA, Temple University, National Teachers College in Washington, University of Chicago and several other institutions.

The success of the experimental stage of the program has convinced college officials to expand this effort. The basic needs it is designed to meet will continue. Even with prospects for settling the VietNam conflict brightening, draft quotas are up, and it is evident that the pool of manpower needing such a program will exist well into the early 1970's.

VAULT leaders have projected realistic expansion of the program over the next five years, showing an optimum imput of 68 students per class each spring term with attrition accounting for a drop to 45 graduates five terms or 2-1/2 years later. Maximum

students projected in the program at any one time is 313, a number compatible with College enrollment projections, yet low enough to prevent significant alteration in the character of the overall student body. Faculty and administrators for the program must also increase although at a lower, slower rate than the student factor. Further efficiency will result from total integration of the VAULT program students and faculty with on-going college programs. (For details on VAULT enrollment and faculty, see Table II - Appendix)

The financial implications of the VAULT program for the College's total operations are view in two ways.

First, the education of the VAULT students, like all other Webster students, is underwritten in part by the College itself. Second, the VAULT program reflects major development costs in a bell-curve pattern, caused by the gradual build-up of enrollment, the research time required in early years of the program, and the expenses incurred in locating and retaining specialized staff and faculty in the highly competitive market of professionals from minority groups. Specifically, the development costs over and above the normal student deficit range from $108,000 in 1968-69 to $28,000 in 1971-72 with a high of $207,000 in 1969-70. These figures incorporate projected tuition increases, required growth in personnel, and projected increases in personnel costs. (Detail in Table V - Appendix)

VAULT leaders, working with College administrators, propose to meet these operating deficits in two ways. First, the Federal Government, through the Office of Education, has projected the availability of block grants to colleges and universities to underwrite the basic deficit per student incurred by an institution conducting special programs for disadvantaged students. Webster College will propose to the government a five year grant of approximately $280,000 to cover the normal operating deficit for the VAULT students.

Second, Webster College is seeking foundation support to fund the balance of the deficit representing the research and development costs incurred in working through the initial phase of the program and supplementary support for the tuition paid by the students when government programs do not provide sufficient funds.

TABLE I - VAULT CURRICULUM OUTLINE

PHASE I 1 semester on Military base 10 credit hours	"Hooker" courses including: A. Seminar in Conflict Analysis - deals with the problems inherent in the interrelationship of social systems B. America: Black and White - an inductive study of contemporary racial issues C. Reading and Writing Seminar - uses content material of above two courses to develop further reading and writing skills
PHASE II 1 semester On college campus 17 credit hours	VAULT courses including: A. Reading and Writing Seminar - continuation of Phase I work B. Humanities Seminar - problem-centered study of major cultural patterns beginning with American civilization C. Math-Science Seminar - integration of science and mathematics in problem solving; teaching strategies are learned simultaneously with content matter D. Action Learning - experiential and academic work in the social sciences through involvement in urban service
PHASE III 5 semesters on College campus Credit hours vary according to electives	VAULT courses and regular college courses including: A. Humanities Seminar - continuation of Phase II work with focus shifting to African, European, and Asian civilizations B. Reading and Writing Seminar - continuation of Phase II work, optional according to individual need C. Math and Science Seminar - continuation of Phase II work D. Action Learning - continuation of Phase II work E. Electives - individual choice from regular college curriculum with counselling support F. Psychology of Learning - final semester of Phase III - taken to satisfy state certification requirements - emphasis on problems of ghetto school children
PHASE IV 1 semester in school system 10 credit hours	Apprentice Teaching - full-time work on internship basis with salary in ghetto schools Seminar in Teaching Methods - taken to satisfy certification requirements - provides academic complement to teaching internship

VAULT - TABLE II

(PROGRAM AND ENROLLMENT PROJECTIONS)

EXPLANATORY NOTES:

1. Each entering VAULT class is designated by letter.

2. Each academic year is divided into three terms, summer (S), fall (F), and spring (SP).

3. The number in parenthesis following the class designated by letter represents the projected number in that class. Tracing the class through the program indicates result of projected attrition.

4. The number in brackets below the class designation and enrollment figure is the number of academic credit hours the class takes in a given term.

5. Classes F, G, H, and I, are not shown completing the program on the Table, but they continue in subsequent years according to the patterns established by Classes A, B, C, D, and E.

TABLE II PROGRAM AND ENROLLMENT PROJECTIONS V.A.U.L.T.

Program	1968-69			1969-70			1970-71			1971-72			1972-73		
1 semester	S	F	SP	S	F	SP	S	F	SP	S	F	SP	S	F	SP
Phase I (on the base)	A(42) [10]			B(68) [10]	C(68) [10]		D(68) [10]	E(68) [10]		F(68) [10]	G(68) [10]		H(68) [10]	I(68) [10]	
1 semester															
Phase II (on campus)		A(31) [17]			B(50) [17]	C(50) [17]		D(50) [17]	E(50) [17]		F(50) [17]	G(50) [17]		H(50) [17]	I(50) [17]
5 semesters				A(27) [18]	A(27) [11]	A(27) [16]	A(27) [18]					F(50) [10]	F(50) [18]	F(50) [11]	F(50) [16]
Phase III			A(31) [10]			B(50) [10]	B(50) [18]	B(50) [11]	B(50) [16]	B(50) [18]			G(50) [10]	G(50) [18]	G(50) [11]
							C(50) [10]	C(50) [18]	C(50) [11]	C(50) [16]	C(50) [18]	D(50) [16]	D(50) [18]		H(50) [10]
									D(50) [10]	D(50) [18]	D(50) [11]	E(50) [11]	E(50) [16]	E(50) [18]	
										E(50) [10]	E(50) [18]				
1 semester															
Phase IV								A(25) [10]			B(45) [10]	C(45) [10]		D(45) [10]	E(45) [10]
Base	42	-	-	68	68	-	68	68	-	68	68	-	68	68	-
Campus	-	31	31	27	77	127	127	175	200	200	245	245	200	245	245
Totals	42	31	31	95	145	127	195	243	200	268	313	245	268	313	245
Hours taught	[10]	[17]	[10]	[28]	[38]	[43]	[56]	[66]	[58]	[72]	[84]	[64]	[72]	[84]	[64]

TABLE III - V.A.U.L.T. PROJECT COSTS

	68-69	69-70 (6% increment)	70-71 (6% increment)	71-72 (7% increment)	72-73 (8% increment)
Director (12 mos.)	$ 16,000	$ 17,280 (8% increment)	$ 18,300	$ 19,600	$ 21,200
Coordinator of Admin. Services (12 mos.)	10,000	10,600	11,200	12,000	13,000
Coordinator of Counseling (12 mos.)	-0-	14,000	14,800	15,800	17,000
Counseling Services Personnel	10,500 (1 man)	23,000 (3 men)	49,000 (4 men)	52,400 (4 men)	56,600 (4 men)
Secretary	2,500 (PT)	9,500 (1 1/2)	13,500 (2)	17,500 (2 1/2)	18,300 (2 1/2)
Consultants	2,500	2,500	2,500	2,500	2,500
Tutors	3,000	7,500	8,000	8,500	9,000
Professional Fringe Benefits 12% - 15%	4,400	7,800	12,100	14,000	16,200
Secretarial Fringe Benefits 7% - 8.5%	175	700	1,050	1,450	1,550
Travel for Project Personnel	3,000	6,000	7,000	7,000	7,000
Office Supplies, Communication Publications	3,400	4,400	5,000	5,750	6,250
Materials, development, reproduction, etc.	2,000	4,000	5,000	4,000	3,000
Testing and evaluation	-0-	2,500	4,000	4,000	4,000
TOTAL	$ 57,475	$109,780	$151,450	$164,500	$175,600

TABLE IV - TUITION AND TEACHER LOAD PROJECTIONS VAULT

Academic Year and Semester	Student Hours	Tuition Income	Teacher Equivalents	Faculty Salary Totals	Fac. Sal. Grand Totals	Notes
Summer 1968	420 hrs.	$ 21,000	3	$ 8,400	$ 60,900	$2,800 per fac. Tuition at $50.00 per credit hour
Fall 1968-69	527 hrs.	$ 26,350	3.75	$ 52,500		$14,000 per fac. on 9 month contract
Spring 1968-69	310 hrs.	$ 15,500	2			
Summer 1969	1166 hrs.	$ 58,300	8	$ 24,192	$205,632	8% increase to $3024.00 per fac.
Fall 1969	1817 hrs.	$ 90,850	12	$181,440		$15,120 per fac. on 9 month contract
Spring 1969-70	1782 hrs.	$ 89,100	12			
Summer 1970	2566 hrs.	$153,960	12	$ 39,192	$251,482	Tuition at $60.00 per credit hour. 8% fac. increase Summer fac. @ $3266; 9 month contract @ $16,330
Fall 1970	3230 hrs.	$193,800	14.3	$212.290		
Spring 1971	2700 hrs.	$162,000	12.75			
Summer 1971	3780 hrs.	$226,800	17	$59,959	$350,953	Tuition @ $60.00 8% increase to $3527 per fac.
Fall 1971	4330 hrs.	$259,800	19	$290,994		Faculty @ $17,636 for 9 months
Spring 1972	3150 hrs.	$189,000	14			
Summer 1972	3780 hrs.	$264,600	17	$ 64,753	$379,012	Tuition @ $70.00 pe cr.hr. 8% increase Fac. @ $3809
Fall 1972	4330 hrs.	$303,100	19	$314,259		Faculty @ $19,046
Spring 1973	3150 hrs.	$220,500	14			

V.A.U.L.T. - TABLE V

SUMMARY DATA ON PROJECTIONS

EXPLANATORY NOTES:

1. Line A represents totals shown on Table III.

2. Line B represents yearly totals from Table IV.

3. Line C is 35% of Line D. The 35% represents an estimate of the appropriate percent of total program costs to be allowed for administrative and general budget expenditures. The 35% estimate is slightly lower than the estimate of 37% included in the Webster College 1963 proposal to the Ford Foundation for the Master of Arts in Teaching program.

4. Line G represents yearly totals of tuition income from the third column of Table IV computed on a student-hour basis.

5. Line J represents a projection of the College's operating deficit based on 1967-68 fiscal year figures and computed on a per student basis.

6. Line K represents the difference between total cost of the program each year and the tuition income for that year, less the projected College operating deficit attributed to the VAULT students for that year.

TABLE V - V.A.U.L.T. SUMMARY DATA ON PROJECTIONS

	1968-69 Tuition: $50	1969-70 Tuition: $50	1970-71 Tuition: $60	1971-72 Tuition: $60	1972-73 Tuition: $70	
A. Project Costs	$ 57,475	$109,780	$151,450	$164,500	$175,600	
B. Teachers' Salaries for Project	60,900	205,632	251,482	350,953	370,012	
C. 35% Admin. and General Budget	63,740	169,837	216,963	277,547	293,791	
D. Total cost of A-B-C	182,115	485,249	619,895	793,000	839,403	
E. Average number of students in the program	35	122	213	275	275	
F. Cost per student	5,203	3,977	2,910	2,884	3,053	
G. Tuition income from VAULT courses	62,850	238,250	509,760	675,600	788,200	
H. Difference between Item D and tuition	119,265	246,999	110,135	117,400	51,203	
I. Per student difference	3,408	2,025	517	425	186	
J. College Deficit @ $325. per student	11,375	39,650	69,225	89,375	89,375	Total: $299,000
K. Balance of Deficit (H less J)	$107,890	$207,349	$ 40,910	$ 28,025	---	Total: $384,174
* Bal. of Deficit after applying Danforth Foundation Grant (See explanation-Page 8)	* $ 94,302					* $370,586

VAULT AND OTHER INSTITUTIONS

Similar programs in planning or underway at:

U.C.L.A.
Temple University
North Teachers College (Wash.)
Murray State University
University of Chicago
State University of New York
California State Colleges
Loyola Univ. (New Orleans)

Program information distributed on request:

University of Colorado
Fairfield University
Goddard College
Hofstra University
University of Michigan
State Univ. of New York
San Diego State College
San Jose State College
American Institutes for Research
The Univ. of the State of N.Y.
Hartford Board of Education
Clinton Job Corps Center
Sam Houston State College
Mankato State College
Southeastern State College (Okla.)
Southern Illinois University
State University of New York at Binghamton
Murray State University
Kansas State Teachers College
McGraw Hill Book Co.

State of Connecticut
Office of Research and Grants

New Careers Development Center
New York University

Department of the Army
Fort Gordon, Georgia

Community College
Y.M.C.A. of Metro. Chicago

Mercer County Community College
Trenton, N.J.

Educational Service Bureau, Inc.
Arlington, Virginia

VIPS Office
Philadelphia, Pa

U.S. Office of Education
Washington, D.C.

PMC Colleges
Chester, Pennsylvania

E.C.C.L.A.
Los Angeles, California

Army Education Center
White Sands, New Mexico

Educational Resources Institute, Inc.
E. St. Louis, Illinois

Henry Snyder High School
Jersey City, New Jersey

United Planning Organization
Federal City College, Wash. D.C.

Dennison University
Fordham University
Univ. of California at L.A.
Univ. of Kentucky
City University of New York
Pace College
U.S. International Univ.
Wayne State University
Econ Opportunities Dev. Corp.
Franklin and Marshall College
California State Colleges
Reed College
Illinois State University
Memphis State University
Univ. of North Carolina YMCA
United Community Serv. of Metropolitan Boston
Western Michigan University
University of Pittsburgh
Morningside College
Loyola University (New Orleans)

Development Corp. of Hidalgo County, Edinburg, Texas

State Education Dept.
Albany, New York

Community Teamwork, Inc.
Lowell, Massachusetts

VAULT AND OTHER INSTITUTIONS - continued

Attendance list from Department of Defense Meeting, September 4, 1968 (Program attached)

Agricultural, Mechanical & Normal College
Alcorn A&M College
American Assoc. of Junior Colleges
American Assoc. of State Colleges & Universities
Associated Colleges of the Midwest
Assumption College
Bethune-Cookman College
Borough of Manhattan Community College
Boston University
Bowdoin College
Bradley University
Brown University
Bureau of Community Colleges
California State Colleges
Central State University
Central YMCA Community College - Chicago
City University of N. Y.
Clark College
Cleveland State University
Colby College
College Entrance Examination Board
Colorado State College
Community College of Allegheny County
Community College of Philadelphia
Concordia Teachers College
Coppin State College
Denison University
Deleware State College
Dillard University
Dominican College
Drake University
Duke University
Duquesne University
Earlham College
Eastern Kentucky University
Eastern Michigan University
Fairfield University
Fairleigh Dickinson Univ.
Federal City College
Findlay College
Florida A.& M. University
Florida State University
Fordham University
Franklin & Marshall College
Frostburg State College
Georgetown University
Grove City College
Hampton Institute
Henderson State College
Hofstra University
Indiana State University
Indiana Univ. of Pennsylvania
Ithaca College
Jackson State College
Jacksonville State University
John Carroll University
Kendall College
Kansas State University
Langston University
Lea College
Lincoln University
Livingston University
Long Island University
Marshall University
Memphis State University
Mercer University
Miami-Dade Junior College
Michigan State University
Middle Tennessee State Univ.
Montclair State College
Montgomery Junior College
Morgan State College
New Haven College
New York University Washington Square
Niagara University
North Carolina Agri. & Technical State Univ.
North Carolina College at Durham
Northeastern Illinois State
Northwestern Connecticut Community College
Northwestern State College
Oberlin College
Ohio State University
Oklahoma State University
Pennsylvania State University
Pfeiffer College
Phoenix College
Princeton University
Rensselaer Polytechnic Institute
Saint Louis University
Sam Houston State College
Seattle University
Seton Hall University
Southern Connecticut State
Southern Illinois University
State Univ. of N.Y.at Albany
State University of N.Y.
Talladega College
Tuskegee Institute
University of Akron
University of California
University of Calif. - Berkeley
University of Chicago
University of Cincinnati
University of Connecticut
University of Delaware
Univ. of Illinois-Chicago Circle
University of Kentucky
University of Michigan
University of Missouri
Univ. of Missouri - Kansas City
University of Nebraska-Omaha
University of New Mexico
Univ. of North Carolina at Chapel Hill, Greensboro, Charlotte & N.C. State at Raleigh
University of North Dakota
University of Notre Dame
University of Pennsylvania
University of South Carolina
Univ. of Southern Calif. L.A.
Univ. of Texas at Austin
University of Tennessee
University of Toledo
University of Tulsa
University of Virginia
University of Utah
University of Washington
Vanderbilt University
Virginia Dept. of Community Colleges
Washington University
Washtenaw Community College
Wayne State University

Attendance List - DOD Meeting - continued

Western Carolina University
Western Washington State College
West Virginia State College
West Virginia University
Xavier University
Yeshiva University
Community College of Baltimore
Cuyahoga Community College
Community Opportunity Programs in Education (COPE) - San Diego State College Foundation
Howard University
Institute for Services to Education
State University of New York at Buffalo
University of Vermont
State University of New York at Stony Brook
Woodrow Wilson National Foundation
George Washington University
School District of Philadelphia
State University of New York at New York City

Government Representatives:

Army

Lt. Col. Charles F. Lindberg
Lt. Col. F. A. Nerone
Dr. Rolfe L. Allen
Dr. Arvil Bunch

Air Force

Col. J. Q. Kimball
Lt. Col. J. O. Caldwell
Lt. Col. W. J. Zwartjes
Major J. J. Donahue
R. W. Quick

Veterans Administration

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John A. McIntyre
James T. Taaffe, Jr.

Office of Education

Juliette Noone
Yolanda Leo
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Jan Pittman
Allen Lessor

Navy

Cdr. Elwood B. Faust
John Roths
William Garry
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Marine Corps

Major James H. Tutterrow
Major E. S. Lawbaugh
Major R. M. Black

Commerce Dept

Chas. Daly